DOCUMENT RESUME

ED 236 819 EC 160 837

TITLE Making Integration Work. Human Policy Reports: An Action Series.
INSTITUTION Syracuse Univ., NY. Special Education Resource Center.
PUB DATE [81]
NOTE 14p.
AVAILABLE FROM Special Education Resource Center, Syracuse University, 400 Huntington Hall, 150 Marshall St., Syracuse, NY 13210.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Mainstreaming; Normalization (Handicapped); *Severe Disabilities; *Student Placement; *Success

ABSTRACT

Approaches used in public schools across the country to integrate severely handicapped students with nonhandicapped students are described. Programs have implemented physical integration in a variety of ways, including sending severely handicapped students to neighborhood schools and dispersing classes of severely handicapped students in regular schools. Integration has been accomplished in such nonacademic activities as school assemblies, field trips, and social activities. Reverse integration has also been successful: nonhandicapped students volunteer to perform a variety of roles in special classes. Some programs focus on community integration. Elements of successful programs include use of consulting teachers and assistant principals to support regular administrators, decentralization of special services, involvement of vocational specialists, provision of incentives to regular teachers serving severely handicapped students, encouragement of team teaching between special and regular teachers, faculty and parent integration, and use of university students and other volunteers to integrate severely handicapped students. (CL)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED236819

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

# MAKING INTEGRATION WORK

Prepared by The Special Education Resource
Syracuse University
Room 400 Huntington Hall
150 Marshall Street
Syracuse, New York 13210

EC160837

MAKING INTEGRATION WORK

Prepared by The Special Education Resource Center
Syracuse University
Room 400 Huntington Hall
150 Marshall Street
Syracuse, New York 13210

"You have to believe in integrating severely handicapped children. If you don't want it to work, it won't," says a teacher in Albuquerque, New Mexico. She is one of many educators integrating these students in regular public schools.

A Vermont principal agrees. "Commitment makes a difference. Integration can work, and no school has an excuse not to do it."

From Vermont to Hawaii, from Wisconsin to New Mexico, segregated schools for the severely handicapped are closing. Even more noteworthy, educators are successfully integrating children with severe disabilities into regular school buildings and programs.

## Physical Integration

Some public school systems -- Madison, Wisconsin; Urbana, Illinois; and Albuquerque, New Mexico -- have closed segregated facilities and integrated all children with severe disabilities into regular schools. Others are phasing out separate schools for the severely handicapped. In each of these locations, school officials have dispersed classrooms for severely disabled students throughout regular buildings, rather than clustering them in separate sections or wings.

Albuquerque Public Schools calls its method of integration the "Side-by-Side" approach. Under this model, eight or more classes for severely disabled students are located in each of seven regular schools: four elementary, two middle schools (the

number of children at each site ranges from 60 to 88) and one high school (134 severely handicapped students out of about 3,000).

The Madison Metropolitan School District, in contrast, has dispersed a small number of classes for the severely handicapped throughout a large number of regular schools. In Madison, 12 public schools contain one to five classes for children and youth with severe disabilities.

At many successful programs, school officials carefully selected the schools to be integrated according to such factors as architectural accessibility, receptivity of principals and other personnel, availability of space, and age appropriateness. At many sites, officials have arranged for severely handicapped students to attend their neighborhood schools.

Physical integration is a necessary, but not sufficient condition for true social integration. Physical proximity of regular and special classes affords opportunities for interaction between severely handicapped and typical students. If carefully planned, physical integration encourages peer and tutor relationships, integration in extracurricular and community activities, and interaction in school hallways and playgrounds.

## Extracurricular Activities

Children with severe disabilities are being involved in a wide range of extracurricular and nonacademic activities; for example, these students:

-- use the cafeteria, hallway lockers, playground, and regular school buses;
-- participate in school assemblies, graduation exercises, and social activities;
-- are involved in joint field trips for regular and special education classes;
-- go to the library or media center;
-- participate with typical students in regular music, art, and physical education classes, homerooms, and study halls.

In a number of integrated schools, children with severe disabilities perform regular school jobs, serving as tardy office monitors, attendance monitors, cafeteria helpers, and audio-visual equipment aides.

"Reverse Integration"

Just as severely handicapped students can participate in regular school activities outside of their classrooms, typical students can be involved in special classes. Regular students perform a variety of roles in special classes. For instance, typical students can serve as helpers, tutors, or buddies; regular and special education teachers can arrange student exchanges or joint classroom time for play, independent "seat work," cooking, and nonacademic activities.

Community Integration

In Madison, Wisconsin, DeKalb, Illinois, Ames, Iowa, and elsewhere, severely handicapped students spend a significant portion of the school day in normal community settings, including shopping centers, parks, grocery stores, domestic environments (a teacher's or aide's home), and work settings. Community training activities never involve more than a small number of students at one site at the same time.

Madison, DeKalb, and Iowa's Project A.M.E.S. have developed aggressive community vocational training programs. At each site, community/vocational teachers recruit community jobsites and, together with classroom teachers and aides, supervise and train students to work at these sites. Madison schools place youth in 31 separate community jobsites, while Project A.M.E.S. involves 13 work training settings. The jobsites include hospitals, motels, restaurants, human services agencies, and factories. In Madison and Project A.M.E.S., secondary-age students spend as much as 75% of their time outside of school buildings.

Classroom Integration

Model classrooms that integrate typical and severely handicapped students are found at Jowonio (a private school in Syracuse, New York), Ed Smith (a public school in Syracuse), McCollum (Albuquerque Public Schools), and Blue Mountain (Vermont) elementary schools. Jowonio currently has four integrated classrooms with about four autistic children and ten

typical children in each class. McCollum has three integrated first grades and Ed Smith has two integrated classes.

At Blue Mountain School, a 14-year-old girl with severe multiple disabilities is integrated in a regular class with the support of a full-time aide. At each school, severely handicapped students receive specialized services within the regular class and are involved in normal classroom activities with their typical peers.

Each successful integrated school program has developed strategies to make integration work.

Some strategies are directed toward providing an appropriate education within regular schools: specialized services must be provided to severely handicapped children on site; regular personnel must be able to relate to children with severe disabilities.

Other strategies help facilitate positive interactions between typical and severely handicapped children: negative attitudes must be changed; opportunities for interaction must be made available; severely disabled students must learn the behaviors necessary to blend into the regular school. Other strategies focus on parents, regular administrators, and others whose support is essential to the success of integration.

Strategies that schools use to integrate severely handicapped children in regular programs, while still meeting their needs for specialized services, include the following:

* Support regular administrators. Assistant principals and consulting teachers are assigned to regular schools to assist principals with many of the responsibilities associated with special education. For instance, in Albuquerque, an assistant principal is assigned to each integrated school to coordinate the severely handicapped program.
* Provide specialized services. Integration demands a decentralization of specialized services such as physical therapy, occupational therapy, and communications training. Some districts -- Madison, for example -- locate specialists at each integrated site. Others use itinerant specialists. Vermont's I-Team (Interdisciplinary) and Project TEACCH in North Carolina rely on statewide and regional consultants to train, assist, and support special educators throughout the state.
* Involve vocational specialists. The Madison school system and Project A.M.E.S. employ vocational specialists who recruit community work placements and provide on-site training, supervision, and quality control.
* Plan for integration. Inservice training is provided for all teachers; faculty members and students visit integrated programs; faculty meetings are devoted to

integration; task forces are established to prepare for integration.

* Support regular educators. The school provides incentives to regular teachers to serve severely handicapped students. For example, at Albuquerque's McCollum Elementary School, regular teachers share many of the resources available to the Side-by-Side program. Special education aides not only work with severely handicapped students in integrated activities, but also run dittos and perform other tasks for regular teachers. Materials are shared with the regular education program. Special education and related staff members work with typical students and consult with regular teachers on educational approaches.

* Encourage team teaching between special and regular teachers. Include both regular and special education teachers on school committees. Pair regular and special classes. Highlight team teaching efforts in school newsletters and community reports. Provide common planning periods.

* Integrate the faculty. In Albuquerque and Madison, special educators and regular teachers have joint staff meetings and share the same lounges. Special educators at Albuquerque's Manzano High School coach athletic teams and sponsor service clubs.

* Foster positive attitudes. Typical children attend

sensitization sessions, learn about disabilities in social studies and civics courses, read books, and see films and filmstrips to increase their awareness of the needs of handicapped peers. A kindergarten teacher in Birmingham, Alabama created an exercise in which her students identified the ways in which they were like the severely handicapped children in the class next door.

* Incorporate integration goals in educational plans. For example, Madison students are taught such skills as how to use hallway lockers.
* Avoid congregation of children with severe disabilities at an individual school or community site.
* Promote integration among parents. Include parents on planning task forces (Madison), promote integration in school newsletters and reports to parents (McCollum School in Albuquerque), encourage parental visits to integrated programs (Albuquerque), establish advisory committees composed of parents of both disabled and nondisabled students (Birmingham).
* Recruit university students and other volunteers to integrate severely handicapped students. Link up with university training programs and involve university faculty members and graduate students on school district task forces. In Madison, the university reimburses the school district for the part-time services of two program support teachers

to supervise interns and student teachers. At Jowonio School in Syracuse, the school pays university master's students to work during vacation times.

* Develop policies and mechanisms to support integration. Madison's budget includes line items for teacher and student transportation to community training sites and the school district's policies clarify liability for students placed in community settings and teacher responsibility for supervising aides and student teachers in non-school environments.
* Utilize community-referenced and functional curricula for severely handicapped students. Build the educational program around practical, useful life skills which will enable students with severe disabilities to participate in society as fully as possible. Madison's program is centered around four broad curricular domains -- vocational, domestic living, recreation/leisure, and community participation.
* Develop and adhere to policies on social integration, age appropriate placements, neighborhood schooling, and joint lines of responsibility for special education programs between building principles and the special education department.
* Provide for curricular support. Sponsor inservice training courses conducted by experienced teachers (Madison), develop resource files (Barre Town

Elementary School in Vermont), and hire program support or consultant teachers to train and consult with teachers on educational approaches (Vermont Interdisciplinary Team, Project TEACCH in North Carolina, Madison, assistant principals in Albuquerque).

Integration works when people are committed to it. Educating children with severe disabilities in regular schools is not always easy: it requires creativity and hard work. Yet committed administrators, educators, specialists, university consultants, and parents at a number of sites across the country have made integration successful. Integration <u>can</u> work; integration <u>is</u> working.

This bulletin is one of a series produce by the Regional Resource Center Program. Teams from the 12 centers visited classrooms and school districts in 1981 to identify ideas, strategies, and practices being used to educate handicapped children.

For more information -- or to receive other bulletins -- contact:

Special Education Regional Resource Center
400 Huntington Hall
150 Marshall Street
Syracuse, New York 13210

Phone: (315) 423-1880